



2015 ANNUAL REPORT



Lakelands
PRIMARY SCHOOL





TABLE OF CONTENTS

FROM THE PRINCIPAL	3
OUR COMMUNITY	4
Enrolment Trend	4-5
Staffing	6
 ASSESSMENT DATA	 7-20
 BEHAVIOUR DATA	 21-23
 ATTENDANCE	 24
 SURVEYS (PARENT, STAFF & STUDENT)	 25-27
 STUDENT ENGAGEMENT	 28
 COMMUNITY ENGAGEMENT P&C	 29
 SCHOOL BOARD	 30
 BUILDING PROGRAM	 31
 FINANCIAL SUMMARY	 32





Lakelands Primary School - 2015 Annual Report.

It gives me great pleasure to present the 2015 Lakelands Primary School Annual Report. In line with our motto “inspiring growth” 2015 was the year that aspirations were transformed into action– with exciting achievement in a year of growth.

Lakelands Primary School has grown from 145 Kindergarten and Pre-Primary students in 2014 in transportables to 524 Kindergarten to Year 6 students in newly furnished classrooms by the end of 2015. At the time of this report (April 2016) there are now 673 students enrolled.

Whilst it only takes a year to build a school, it takes several years of hard work, collaboration and determination to establish a quality educational institution with a reputation for excellence. With this in mind, our overall goal is to work hand-in-hand with our community to create an environment of mutual respect and shared values in order to realise our goal of **developing the whole child**, physically, academically and socially. After only two years, we can be collectively proud of the school we have become.

Lakelands Primary School is already renowned for our very positive and welcoming atmosphere, our strong community partnerships and our determination to provide quality learning experiences for our children; a reputation founded on hard work and collaboration with our community. We strive to ensure our children enjoy a quality learning environment that provides for safe, yet accountable learning. We work from a strong philosophical base that nurtures the wellbeing of children to promote successful learning growth and we’ll continue to work hand-in-hand with our community to reinforce this.

Whilst the data available is a baseline from our first year as a K-6 school, the culture we have collectively created is most evident and has laid the strongest foundation for our work moving forward. The annual report that follows shares our success and reflections. Whilst we are happy to share our progress, we also recognise that we have further room to improve; particularly as we continue to expand into a larger, transient and complex school. We will continue to plan strategically and invest heavily in our staff and students to realise that improvement.

You will notice throughout the report how the data and written reviews reflect against our business plan targets to ensure we are accountable as a school to the goals agreed on as a community.

As the Foundation Principal, Jim Bell, undertakes a new role in the DoE as Expert Review Group Director, my focus is to continue the momentum of achievement, support staff in their core business of teaching students effectively and embed the values established in the Business Plan through an engaged community.

James Peletier

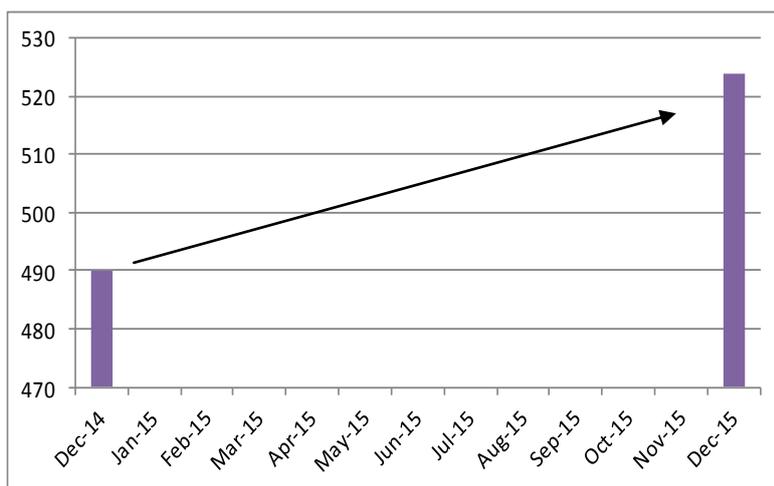
Our Community

Our school services the community from Lord Hobart Drive North, in Madora Bay, East along Broadstone Vista, Pebble Beach Road and Glendale Street and north to Mandurah Rockingham Shire boundary. John Tonkin College is the local secondary school for students who live within our area and graduate Lakelands Primary School.

We started in 2014 with 145 Kindy and Pre-Primary students and ended the 2015 year with 524 students. While that growth seems small, we experienced a high transiency rate of over 31.2% (meaning 687 students attended Lakelands at some stage during the year) Only 4% of our students were of Aboriginal descent and just over 8% present with some form of physical, cognitive, sensory or social disability requiring a learning adjustment.

The attractiveness of the area, the availability of vacant land, as well as our quality local facilities and infrastructure, contribute to Lakelands being a locality of choice for young families. This was most evident when taking enrolments for 2016 for all years Kindergarten – Year 6 and at the time of writing this report we have 673 students enrolled. The graph below shows the enrolment trend from December 2014 to the end of school 2015.

Enrolments 2015



2015 Enrolment Data

Year Level	Number of Students
Kindergarten	82
Pre-Primary	94
Year 1	81
Year 2	55
Year 3	73
Year 4	53
Year 5	57
Year 6	29
Total	524

Our socio-economic status is measured using the ICSEA rating (Index of Community and Socio-Educational Advantage). According to Australian Bureau of Statistics our rating increased from 978 to 1007, making LPS now above the Australian average of 1000. This rating considers family background including parental occupation, levels of education and non-school education levels achieved. The table (right) shows our enrolment profile at the end of 2015.

Our Classrooms

Strategic classroom structure planning has successfully addressed the transition from a K-PP to a K-6 School. A balance of Mixed, Tandem Mixed and Straight classroom allocations have enabled the smooth transition with increasing numbers of students arriving at the school, which was projected in planning. The table below indicates the class structures implemented in 2015.

TTI	K	P	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8+	Class Total	Class Type
0.5	22										22	ST
0.5	22										22	ST
0.5	21										21	ST
0.5	21										21	ST
1		14	8								22	TX
1		26									26	ST
1		26									26	ST
1		25									25	ST
1			20								20	ST
1			23								23	ST
1			22								22	ST
1			9	14							23	MX
1				10	11						21	MX
1				9	11						20	MX
1				11	11						22	MX
1				10	12						22	MX
1					22						22	ST
1						18	13				31	MX
1						30					30	ST
1							17	13			30	MX
1							18	13			31	MX
Total	86	91	82	54	67	48	48	26			502	

TTI Total Teacher Input as a Full Time Equivalent (Teacher FTE for each class)
 K Kindergarten
 P Pre-primary

Class Types

ST	Straight Class	Class of one year level only with one teacher
MX	Mixed Class	Class of more than one year level with one teacher
TE	Team Class	Class of one Primary year level with a team of two or more teachers working together in the classroom (TTI > 1.0)
RI	Rural Integration	Class of 3 or more year levels, at least one of which is either K or P
TA	Tandem Straight	Class of one year level only with more than one teacher job sharing
TX	Tandem Mixed	Class of more than one year level with more than one teacher job sharing
MT	Mixed Team	Class of more than one year level with a team of 2 or more teachers working together in the classroom (TTI > 1.0)

Our Staff

The table below identifies our current staffing structure. Since transitioning from a K-PP school in 2014 to a K-6 Primary school in 2015, strategic staff recruitment ensured the school had a balance of experienced and innovative professionals prepared to take on the challenge of a growing school, while educating students at the highest standard. The table below identifies the current staffing structure at the completion time of this report (April 2016). You will notice the administration staff has increased (Deputy Principals and Clerical) to successfully support the workload due to increased student numbers. This has successfully distributed key leadership roles in the school to ensure that it operates at a high standard achieving targets identified in the business plan.

All staff are actively engaged with local networks at administration, teaching and support staff level to ensure key skills and information is shared efficiently. Established network connections including Mandurah Principals', Mandurah Deputies & Associate Principals, John Tonkin College Feeder Schools, Student Services, Literacy, Numeracy, Science and HASS Networks are all actively participated in by LPS staff. This has also been supported through the incorporation of the Connect online platform.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	4	2.3	0
Total Administration Staff	5	3.3	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	32	28.2	0
Total Teaching Staff	34	30.2	0
School Support Staff			
Clerical / Administrative	4	3.0	0
Gardening / Maintenance	1	0.4	0
Other Non-Teaching Staff	14	11.9	0
Total School Support Staff	19	15.3	0
Total	58	48.8	0

Teachers completed their 20 hours of professional learning which has been recorded on a whole school professional learning activities log. Some Key professional learning training included: Magic 123, Letters & Sounds, PATHs, Numeracy engagement, writing IEPs, NQS, Guided Reading and Growth Coaching. Professional learning was determined by surveying staff according to need and was recorded by staff in their Teacher Registration Board PL log.

Strong Partnerships were established with tertiary and secondary institutions including John Tonkin College, Mandurah Baptist College, Notre Dame, Murdoch University, Curtin University and Challenger TAFE to support pre-service teachers with our inspiring and experienced staff. A total of **33 pre-service students** were supported by our school.



Business Plan Target (3)- Our teachers meet their required 20 hours of annual professional learning



Business Plan Target (7)- School staff participate in relevant local area networks (administration, teachers, specialists)



Business Plan Target (10)- establish partnerships with tertiary institutions supporting pre-service staff

NAPLAN DATA FINE GRAIN ANALYSIS 2015 YEAR 3

The proficiency strand data enables the leadership team and teachers to pinpoint areas that need improvement against like school performance. This data is indicated by the tables below and is followed by suggested strategies, conclusions and recommendations.

Band	Year 3 Reading								
	School			Like Schools			State		
			2015			2015			2015
6 to 10			13%			19%			24%
5			25%			18%			18%
4			22%			24%			21%
3			23%			24%			21%
2			4%			8%			8%
1			13%			7%			9%

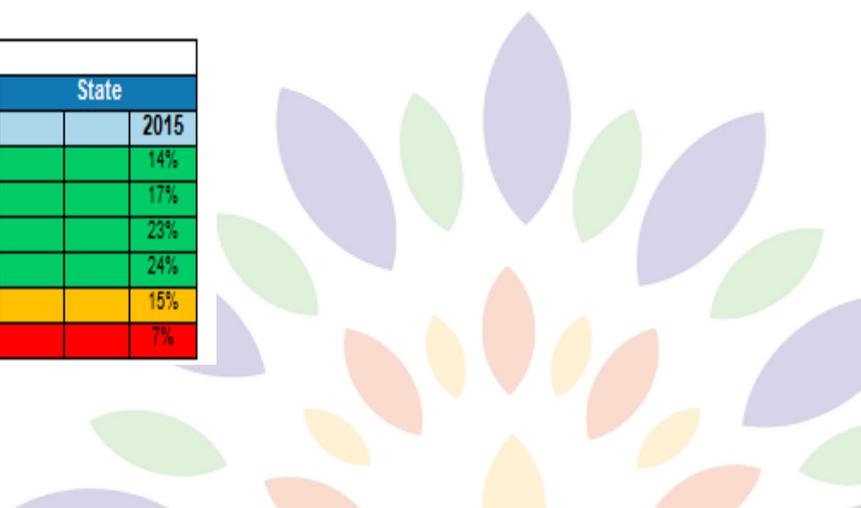
Band	Year 3 Writing								
	School			Like Schools			State		
			2015			2015			2015
6 to 10			7%			7%			11%
5			26%			34%			34%
4			32%			30%			25%
3			25%			20%			19%
2			4%			7%			6%
1			6%			2%			5%

Band	Year 3 Spelling								
	School			Like Schools			State		
			2015			2015			2015
6 to 10			14%			14%			20%
5			16%			20%			19%
4			22%			20%			21%
3			25%			26%			20%
2			19%			14%			13%
1			4%			6%			7%

Band	Year 3 Grammar & Punctuation								
	School			Like Schools			State		
			2015			2015			2015
6 to 10			19%			25%			27%
5			25%			20%			19%
4			20%			26%			23%
3			14%			15%			14%
2			12%			9%			10%
1			10%			5%			8%

Band	Year 3 Numeracy								
	School			Like Schools			State		
			2015			2015			2015
6 to 10			6%			9%			14%
5			14%			19%			17%
4			25%			25%			23%
3			32%			25%			24%
2			16%			17%			15%
1			7%			5%			7%

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard



NAPLAN DATA FINE GRAIN ANALYSIS 2015 YEAR 3

School Self Reflection

As per our Business Plan our major Literacy and Numeracy strategies are based on First Steps and Letters and Sounds – both research based, well renowned programs, recommended by the Department.

A broad overview of our Year 3 data indicates;

READING

- We performed within the appropriate standard deviations but slightly below like schools.
- The number of students in the highest band (6) is lower than state (11%) or like schools (6%). We have a belly of students in bands 4 and 5 compared to state and like schools.
- Our percentage of students at NMS is lower than state and like schools but our percentage of students below NMS is higher than state and like schools.
- Girls outperformed the boys according to our First Cut data.

WRITING

- We performed within the appropriate standard deviations but slightly below like schools.
- The number of students in the highest band (6) is equal to like schools but lower than state (by 4%). We have a belly of students in bands 3 and 4 compared to state and like schools.
- Our percentage of students at or below NMS is similar to like schools and the state.
- Girls outperformed the boys according to our First Cut data.

SPELLING

- We performed within the appropriate standard deviations .

GRAMMAR & PUNCTUATION

- We performed within the appropriate standard deviations but had more students in the at below standard (10%) compared to like schools (5%).

NUMERACY

- We performed within the appropriate standard deviations but slightly below like schools.
- The number of students in the highest band (6) is lower than state (by 8%) and like schools (by 3%). We have a belly of students in bands 3 and 4 compared to state and like schools.
- Our percentage of students at NMS is higher than state but lower than like schools but our percentage of students below NMS is higher than like schools.
- The boys tended to outperform the girls, aboriginal students performed quite poorly but our LBOTE performed strongly.



NAPLAN DATA FINE GRAIN ANALYSIS 2015 YEAR 3

Strategies

- Teachers are provided with professional learning in data analysis to drive case management planning.
 - Teacher coaches have been identified and trained to support teachers to embed First Steps and Letters & Sounds methodologies.
 - Teachers work in teams to collaboratively plan and deliver their programs.
 - Teacher coaches regularly provide First Steps PL (e.g. Paul Swan, Guided reading strategies) to support teachers' learning as well as one-one support for teachers requiring specific help.
 - The staff have developed and are implementing defined Literacy and Numeracy blocks.
 - Our performance management process focuses on major items outlined in our Business and Operation plans.
- Our Student Services portfolio provides constant support for staff to cater for students with needs

Conclusions

- While our students were only at Lakelands for 10 weeks prior to this assessment, we have determined a baseline from which we can measure future progress.
- We note that overall the achievement of our students is satisfactory but we see room for improvement.

We note the performance of our top end students is an area requiring intervention – this is an area around which we have set our targets.

Recommendations

- Continue to implement existing First Steps and Letters & Sounds programs.
- Continue to support teachers to analyse, understand and use data to plan effective intervention.
- Continue to support teachers through the use of our teacher coaches and relevant PL.
- Continue our dedicated student services approach to supporting students at need.

Continue to establish our case management approach targeting students identified via our data analysis.

Targets for 2016

READING - target selected students in bands 4 and 5 to increase by 3 bands by their next NAPLAN assessment.

WRITING - target selected students in bands 4 and 5 to increase by 3 bands by their next NAPLAN assessment.
(Selected students are those identified by staff as having the potential to achieve the target).

NUMERACY - target selected students in bands 3 and 4 to increase by 3 bands by their next NAPLAN assessment.



NAPLAN DATA FINE GRAIN ANALYSIS 2015 YEAR 5

Band	Year 5 Reading								
	School			Like Schools			State		
			2015			2015			2015
8 to 10			6%			9%			12%
7			17%			17%			18%
6			21%			22%			21%
5			21%			25%			22%
4			25%			20%			19%
1 to 3			10%			7%			8%

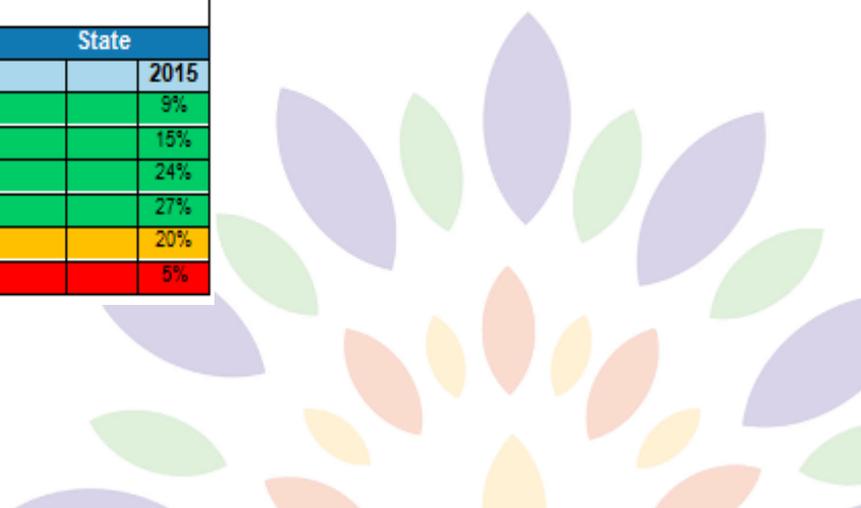
Band	Year 5 Writing								
	School			Like Schools			State		
			2015			2015			2015
8 to 10			4%			2%			4%
7			8%			10%			12%
6			24%			29%			27%
5			35%			38%			36%
4			8%			13%			11%
1 to 3			20%			8%			11%

Band	Year 5 Spelling								
	School			Like Schools			State		
			2015			2015			2015
8 to 10			6%			5%			8%
7			18%			21%			23%
6			24%			26%			26%
5			24%			26%			23%
4			14%			17%			13%
1 to 3			12%			5%			8%

Band	Year 5 Grammar & Punctuation								
	School			Like Schools			State		
			2015			2015			2015
8 to 10			4%			8%			14%
7			14%			16%			17%
6			22%			24%			20%
5			24%			29%			24%
4			27%			14%			13%
1 to 3			8%			8%			11%

Band	Year 5 Numeracy								
	School			Like Schools			State		
			2015			2015			2015
8 to 10			6%			6%			9%
7			15%			10%			15%
6			23%			27%			24%
5			25%			32%			27%
4			23%			21%			20%
1 to 3			8%			4%			5%

■ Above National Minimum Standard
■ At National Minimum Standard
■ Below National Minimum Standard



NAPLAN DATA FINE GRAIN ANALYSIS 2015 YEAR 5

School Self Reflections

As per our Business Plan our major Literacy and Numeracy strategies are based on First Steps and Letters and Sounds – both research based, well renowned programs, recommended by the Department.

A broad overview of our Year 5 data indicates;

READING

- We performed within the appropriate standard deviations but slightly above like schools.
- The number of students in the highest band (8) is lower than state (6%) or like schools (3%). We have a belly of students at or below the NMS compared to state and like schools.
- Girls outperformed the boys according to our First Cut data.

WRITING

- We performed within the appropriate standard deviations but slightly below like schools.
- The number of students in the top two band (7/8) is equal to like schools but lower than state (by 4%). We have fewer students in bands 5/6 than like schools or state but more at or below the NMS than like schools and the state.
- Girls outperformed the boys according to our First Cut data.

SPELLING

- We performed within the appropriate standard deviations but had more students below the national standard (12%) compared to like schools 5%

GRAMMAR & PUNCTUATION

- We performed within the appropriate standard deviations but had more students in the at minimum standard (27%) compared to like schools (14%).

NUMERACY

- We performed within the appropriate standard deviations but slightly below like schools.
- The number of students in the top two bands (7/8) is higher than like schools but lower than state (by 3%). We have fewer students in bands 5/6 than like schools but more at or below the NMS than like schools and the state.
- The boys tended to outperform the girls and our LBOTE performed poorly in this area.



NAPLAN DATA FINE GRAIN ANALYSIS 2015 YEAR 5

Strategies

- Teachers are provided with professional learning in data analysis to drive case management planning.
- Teacher coaches have been identified and trained to support teachers to embed First Steps and Letters & Sounds methodologies.
- Teachers work in teams to collaboratively plan and deliver their programs.
- Teacher coaches regularly provide First Steps PL (e.g. Paul Swan and Guided Reading strategies) at staff meetings to support teachers' learning as well as one-one support for teachers requiring specific help.
- The staff have developed and are implementing defined Literacy and Numeracy blocks.
- Our performance management process focuses on major items outlined in our Business and Operation plans.
- Our Student Services portfolio provides constant support for staff to cater for students with needs.

Conclusions

- While our students were only at Lakelands for 10 weeks prior to this assessment, we have determined a baseline from which we can measure future progress.
- We note that overall the achievement of our students is satisfactory but we see room for improvement.
- We note the performance of our top end students is an area requiring intervention – this is an area around which we have set our targets, allocated resources and sought out external support e.g. aspirants program from JTC.

Recommendations

- Continue to implement existing First Steps and Letters & Sounds programs.
- Continue to support teachers to analyse, understand and use data to plan effective intervention.
- Continue to support teachers through the use of our teacher coaches and relevant PL.
- Continue our dedicated student services approach to supporting students at need.
- Continue to establish our case management approach targeting students identified via our data analysis.

Targets for 2016

READING

target selected students in bands 5 and 6 to increase by 3 bands by their next NAPLAN assessment.

target selected students at the NMS to increase by 2 bands by their next NAPLAN assessment

WRITING

target selected students in bands 5 and 6 to increase by 3 bands by their next NAPLAN assessment.

target selected students at and below the NMS to increase by 2 bands by their next NAPLAN assessment.

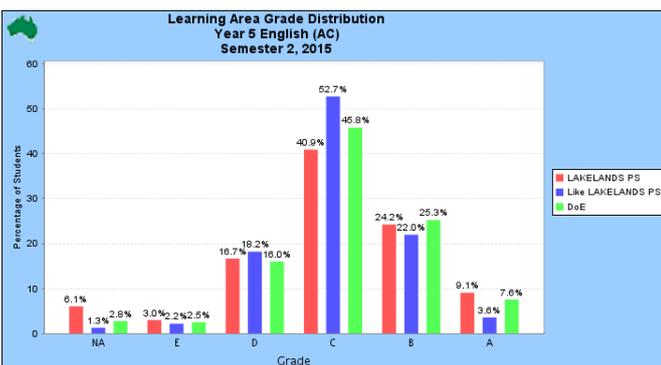
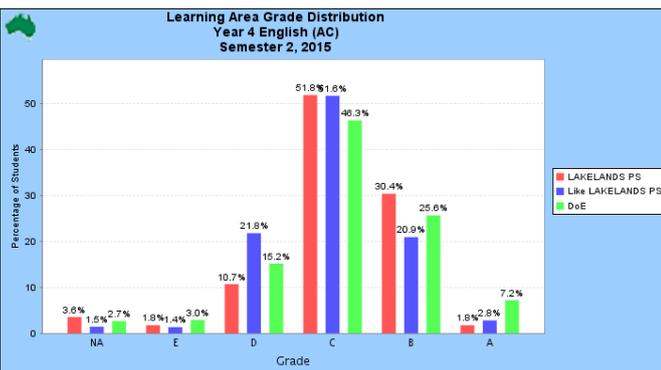
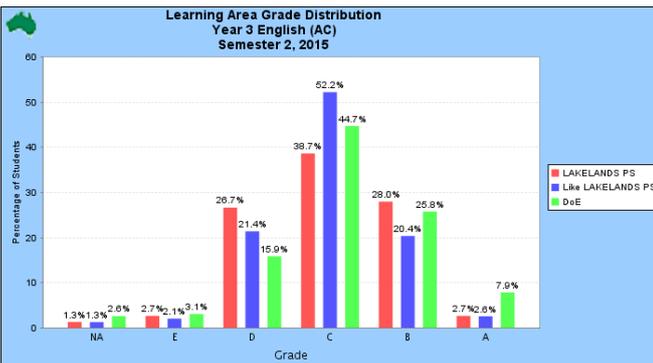
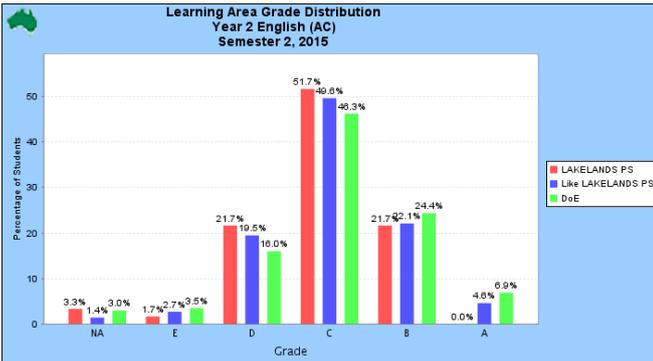
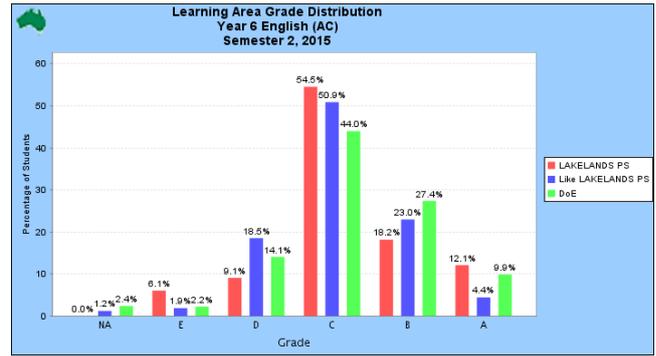
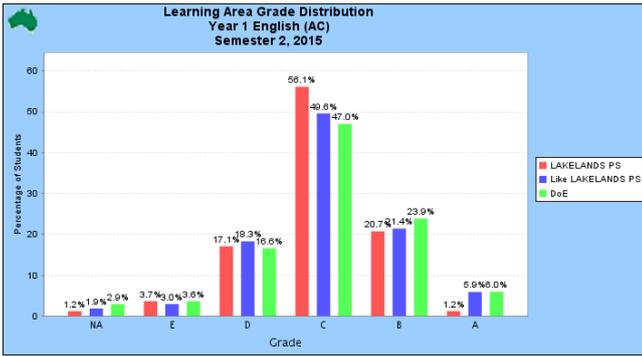
NUMERACY

target selected students at the NMS to increase by 2 bands by their next NAPLAN assessment.

target selected students in bands 5 and 6 to increase by 3 bands by their next NAPLAN assessment.



SEMESTER REPORT CURRICULUM DATA ENGLISH GRADE DISTRIBUTION 2015

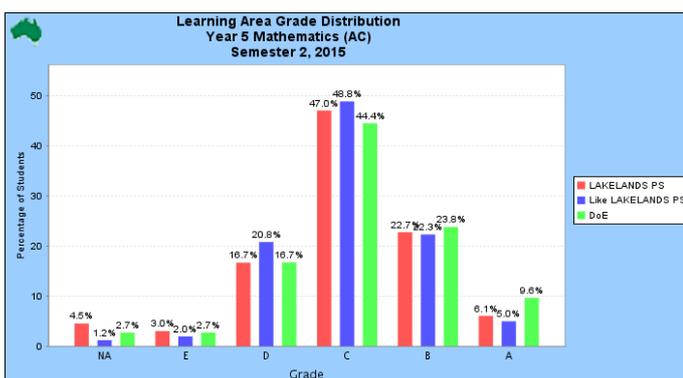
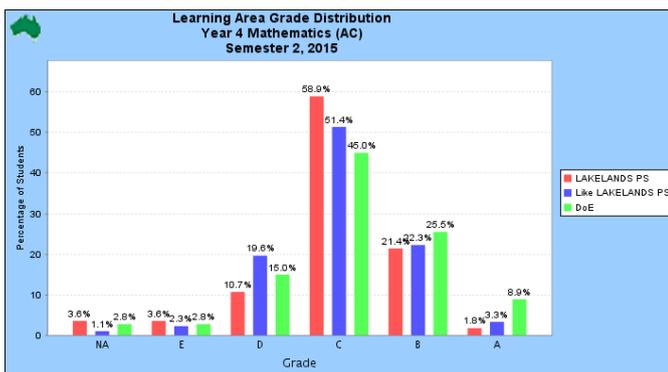
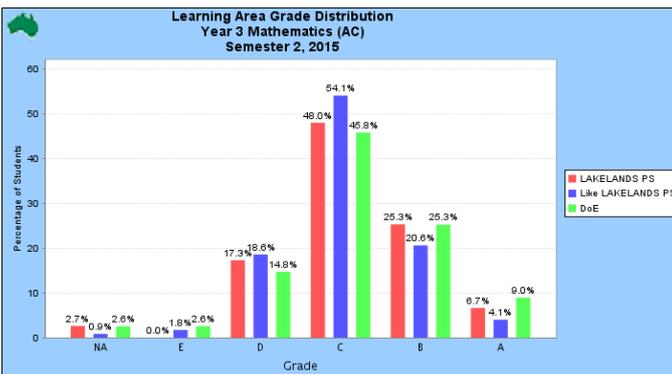
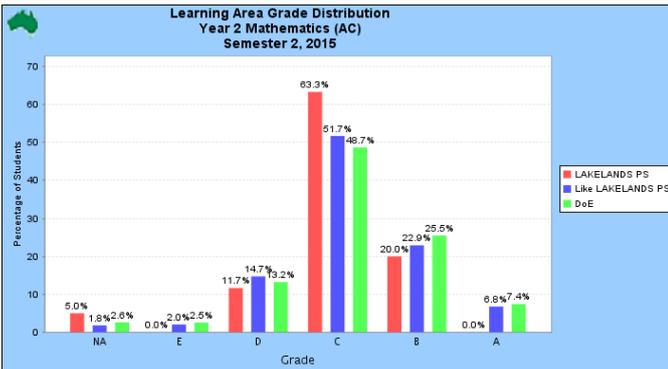
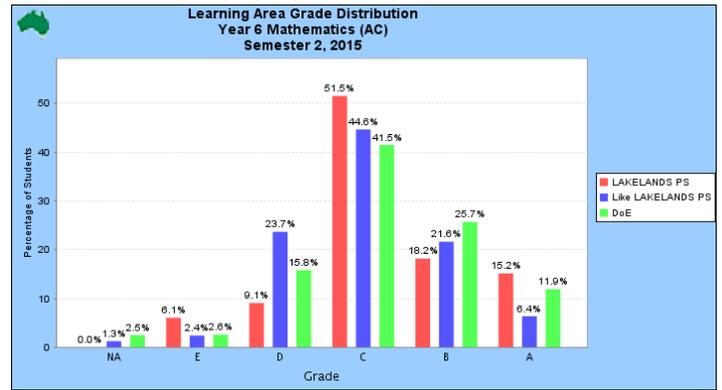
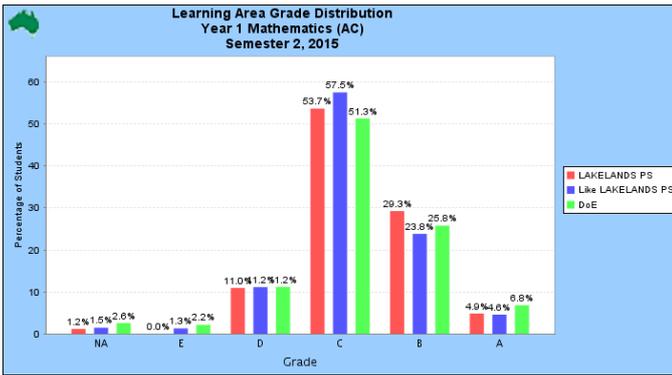


What does the data indicate?

- Year level comparisons to like schools and the state.
- LPS is performing slightly behind like schools in general according to grade levels.
- Due to the high transiency of the school (31.2%) a significant proportion of students are in the not assessed (NA) criteria.
- Moderation with other like schools is recommended to determine borderline C/D and C/B students.
- Support D identified students in ECE through case management.

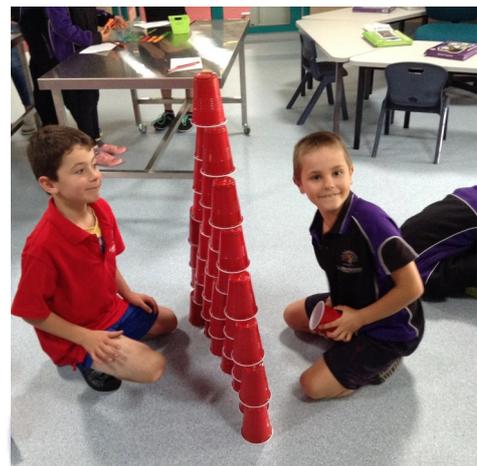


SEMESTER REPORT CURRICULUM DATA MATHS GRADE DISTRIBUTION 2015

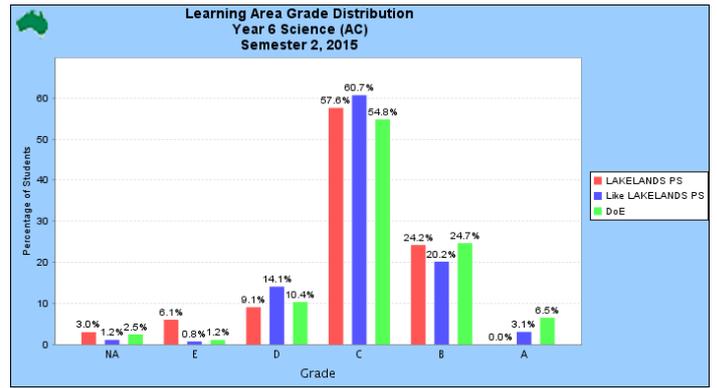
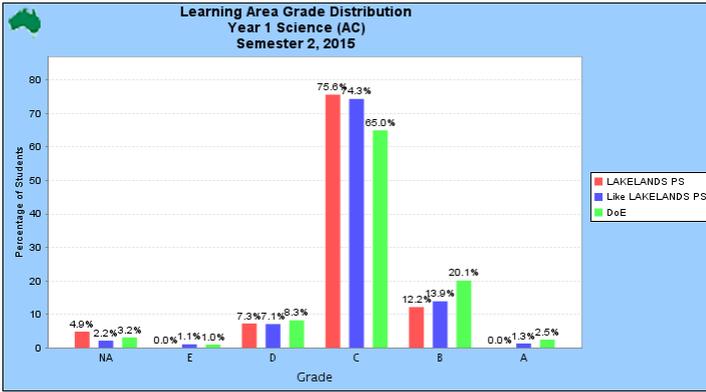


What does the data indicate?

- Year level comparisons to like schools and the state.
- LPS is performing in line with like schools in general according to grade levels.
- Due to the high transiency of the school (31.2%) a significant proportion of students are in the not assessed (NA) criteria.
- Moderation with other like schools is recommended to determine borderline C/B students, to account for higher frequency of C grades.
- Support D identified students in Upper school phase through case management.

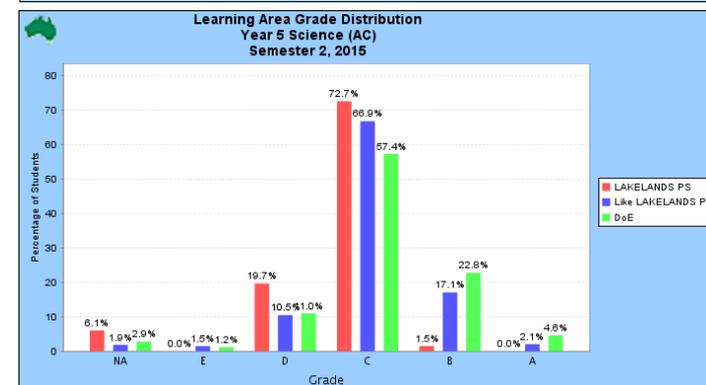
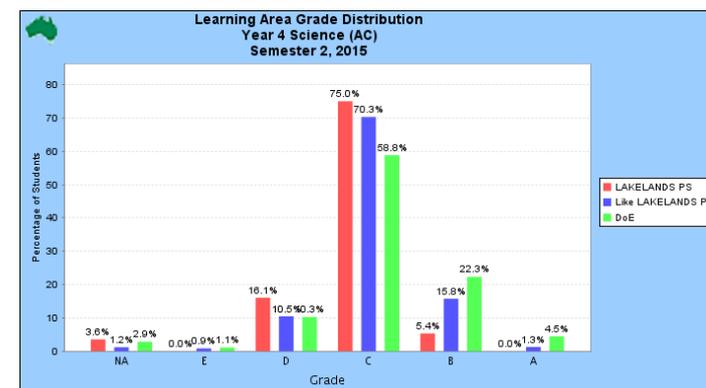
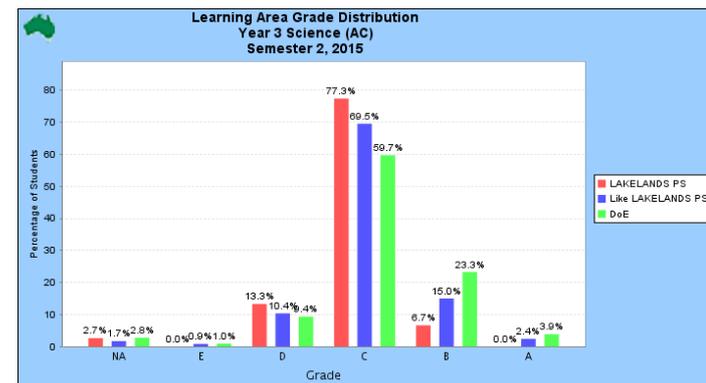
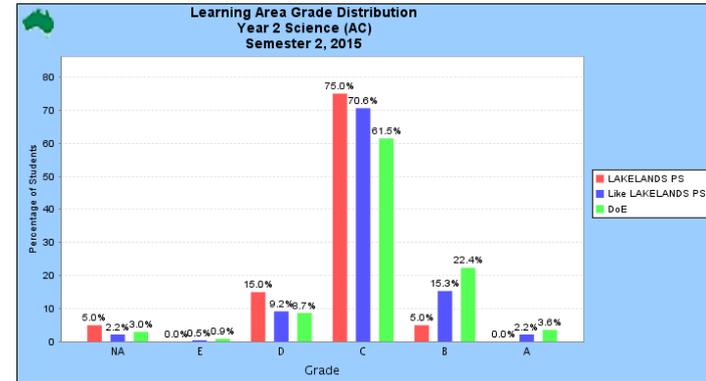


SEMESTER REPORT CURRICULUM DATA SCIENCE GRADE DISTRIBUTION 2015

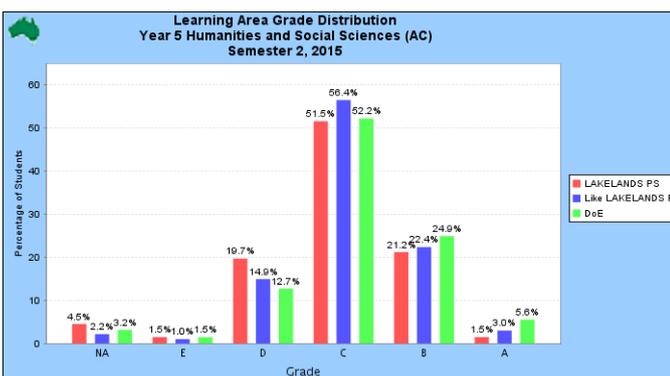
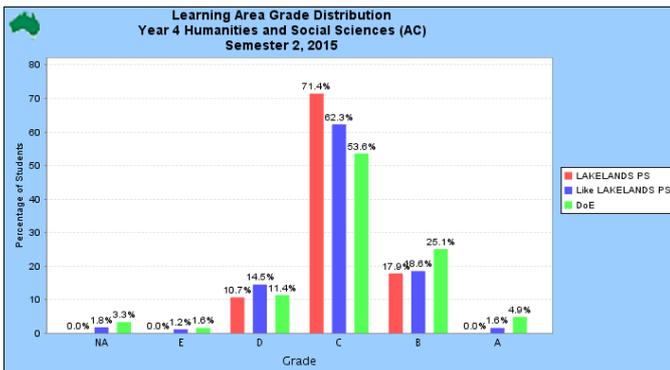
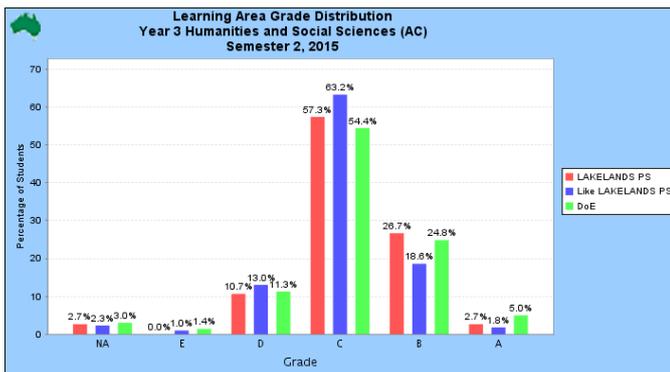
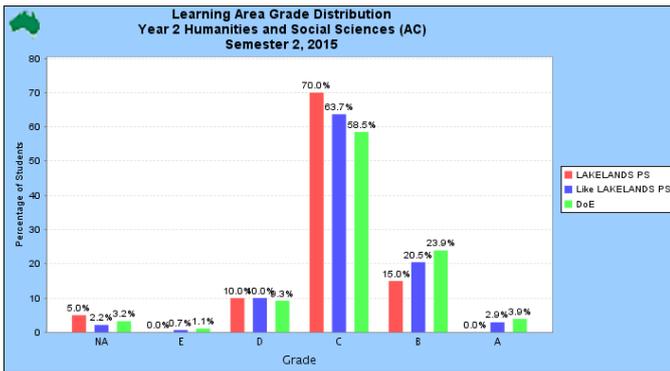
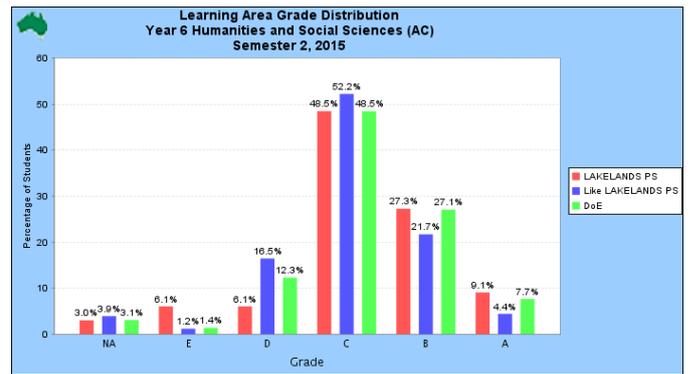
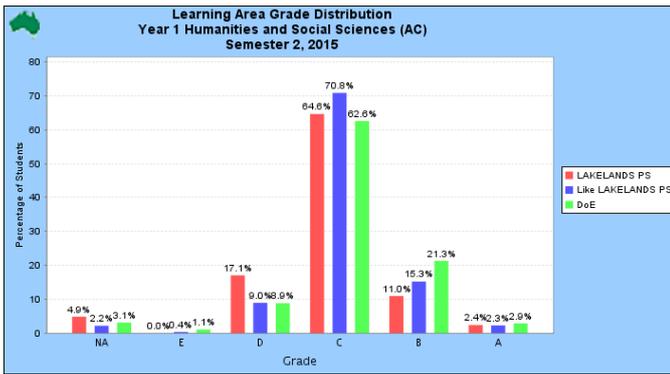


What does the data indicate?

- Year level comparisons to like schools and the state.
- LPS is achieving lower grades in comparison to like schools in general across the school. For example there is a higher frequency of C and D grades at LPS compared to both like and state schools. Through investigation into this, it is believed grading has been strictly adhered to the School Curriculum & Standards Authority (SCSA) at LPS according to written evidence of student understanding. Planned moderation between schools will support this, however a focus will be on how students have improved from these results in 2016.
- Due to the high transiency of the school (31.2%) a significant proportion of students are in the not assessed (NA) criteria.
- Moderation with other like schools is recommended to determine borderline C/D students, to account for higher frequency of D grades driven by the Science Specialist. This will be further supported by the Science network between local schools via connect.
- Support D identified students across the school through developing investigation skills through written reports.



SEMESTER REPORT CURRICULUM DATA HASS GRADE DISTRIBUTION 2015



What does the data indicate?

- Year level comparisons to like schools and the state.
- LPS is performing in line with like schools in general according to grade levels across the school.
- Due to the high transiency of the school (31.2%) a significant proportion of students are in the not assessed (NA) criteria.
- Moderation with other like schools is recommended to determine borderline C/B and C/D students, to account for higher frequency of C grades. This will be further supported by the Mandurah HASS network between local schools via connect.
- Support higher frequency of identified D students in ECE school phase through case management.



On-line Interview Assessments 2015

At Lakelands Primary all students in Pre-Primary to Year 2 complete the On-Line Interview (OLI) assessment. This is a broad based assessment which provides information about the basic literacy and numeracy understandings a child brings to school. Overtime this assessment provides us with comparative data that we can use to measure the impact of our teacher support and intervention programs. This OLI measures performance in “Progression Points”. The table below shows the scores of PP at LPS students against state wide scores:

PP	All Literacy						Speaking and Listening						Reading						Writing						DP	Numeracy					
	State Wide			Students			State Wide			Students			State Wide			Students			State Wide			Students				State Wide			Students		
	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.	%	CF%	No.		%	CF%	No.	%	CF%	No.
0.0	13%	13%	20	20%	20%	19%	19%	30	30%	30%	11%	11%	14	14%	14%	2%	2%	0	0%	0%	0.0	1%	1%	0	0%	0%					
0.1	7%	21%	10	10%	30%	5%	24%	11	11%	41%	5%	16%	11	11%	25%	44%	45%	42	42%	42%	0.1	1%	2%	2	2%	2%					
0.2	10%	30%	22	22%	52%	6%	30%	10	10%	51%	11%	27%	17	17%	42%	46%	91%	55	55%	97%	0.2	2%	4%	2	2%	4%					
0.3	9%	39%	11	11%	63%	11%	41%	9	9%	60%	9%	35%	14	14%	56%	0%		0	0%		0.3	3%	7%	3	3%	7%					
0.4	17%	56%	14	14%	77%	8%	49%	18	18%	78%	15%	50%	14	14%	70%	5%	95%	1	1%	98%	0.4	3%	10%	7	7%	14%					
0.5	14%	70%	13	13%	90%	10%	59%	9	9%	87%	10%	60%	11	11%	81%	0%		0	0%		0.5	3%	13%	6	6%	20%					
0.6	11%	81%	6	6%	96%	15%	74%	9	9%	96%	14%	74%	10	10%	91%	0%		0	0%		0.6	6%	20%	8	8%	28%					
0.7	7%	88%	2	2%	98%	7%	81%	3	3%	99%	8%	82%	3	3%	94%	4%	99%	1	1%	99%	0.7	6%	26%	7	7%	35%					
0.8	6%	94%	1	1%	99%	5%	86%	1	1%	100%	6%	89%	3	3%	97%	0%		0	0%		0.8	12%	37%	19	19%	54%					
0.9	3%	97%	1	1%	100%	5%	92%	0	0%		5%	93%	2	2%	99%	0%		0	0%		0.9	9%	47%	7	7%	61%					
1.0	1%	98%	0	0%		0%		0	0%		2%	95%	1	1%	100%	0%		0	0%		1.0	11%	57%	11	11%	72%					
1.1	0%		0	0%		3%	95%	0	0%		1%	97%	0	0%		0%		0	0%		1.1	11%	68%	9	9%	81%					
1.2	1%	99%	0	0%		0%		0	0%		0%		0	0%		0%		0	0%		1.2	10%	78%	7	7%	88%					
1.3	0%	99%	0	0%		0%		0	0%		1%	98%	0	0%		1%	100%	1	1%	100%	1.3	8%	86%	6	6%	94%					

The above table overview indicates LPS Pre-Primary students are achieving slightly below the state wide results according to progression points in the areas of literacy and numeracy. For example, 10% of LPS students progressed further than 0.5 points in literacy where 30% of students state wide progressed further than 0.5 points. In numeracy, 28% of LPS students progressed beyond 1.0 points where 43% of students state wide progressed further than 1.0 progression points.

The table below shows our 2014 and 2015 OLI results from our stable cohort (students at our school in both Pre-Primary and Year 1). Figures in bold show our average student progression point achieved and figures in brackets show the number of our students at or above the required progression point for each year level.

- In 2014 our students were slightly below the required progression point in literacy and above in numeracy.
- The marked improvement from 2014 to 2015 reflects the teacher's efforts and interventions.
- The number of students at or above the required benchmark dropped in Reading and Speaking and Listening but rose in Writing and Numeracy although there is an increase in the benchmark from PP—Yr. 1 .
- We continue to implement a range of initiatives to support our students including;
 - ⇒ Letters and Sounds (Phonics program) across all K-Yr. 3 classes.
 - ⇒ Implement First Steps Literacy and Numeracy strategies across all years.
 - ⇒ Participation in state-wide initiatives; National Partnership and WAPPA Numeracy Leadership program and case management.
 - ⇒ Identifying teacher coaches to coach, support and develop teachers in these areas.

	2014 – Pre-Primary Achievement against OLI Progression Points (Benchmark Progression Point, PP - 0.5)	2015 – Year 1 Achievement against OLI Progression Points (Benchmark Progression Point, Year 1—1.0)
Reading	0.4 (22)	0.9 (16)
Speaking & Listening	0.4 (24)	1.0 (13)
Writing	0.2 (1)	0.8 (16)
Numeracy	0.9 (25)	1.4 (53)

EARLY CHILDHOOD SPEECH & LANGUAGE CASE MANAGEMENT 2015

During the 2015 year, the decision was made to trial the company, The Complete Advantage for our speech and language program. This entailed outsourcing the assessment and reporting process for screening of our Kindergarten students previously assessed by our own teaching staff using the SOCS model. Due to costs associated with retesting all students, a small cohort of at risk students were identified in Term 1, to be followed and retested at the end of Term 4 to track their progress. The results are:



Kindy 1

Name	Age	Narrative	Re-test Narrative	Comprehension	Re-test Comprehension	Speech	Re-test Speech	Referral to CDS
Student A	5;1	M	M	M	AA	RR	RR	✓
Student B	4;7	AA	AA	M	AA	AA	AA	
Student C	4;4	M	M	M	AA	M	AA	✓
Student D	4;8	M	AA	AA	AA	M	AA	
Student E	4;7	M	M	M	RR	AA	M	✓
Student F	5;3	M	AA	AA	AA	M	M	
% Age Appropriate		17%	50%	33%	83%	33%	50%	

AA Age Appropriate
M Monitor
RR Referral Recommended

Kindy 2

Name	Age	Original Narrative	Re-profiling Narrative	Original Comprehension	Re-Profiling Comprehension	Original Speech	Re-Profiling Speech	Referral to CDS
Student A	5;1		AA		AA		M	
Student B	5;0	AA	AA	AA	AA	AA	AA	✓
Student C	5;2	RR	M	RR	RR	RR	M	✓
Student E	4;9	AA	M	AA	AA	AA	M	
Student F	5;3	AA	M	AA	AA	M	M	✓
% Age Appropriate		75%	40%	75%	80%	50%	20%	

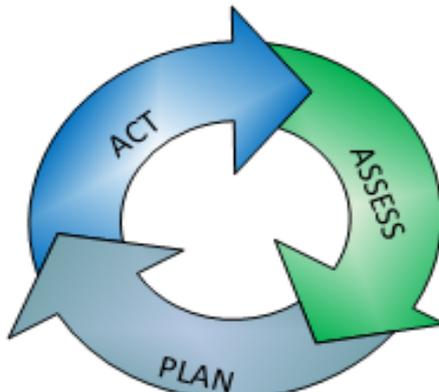


Business Plan Target (2)- The performance of case managed students improves from base-line to follow-up assessment

CASE MANAGEMENT PROCESS 2015

Lakelands Primary School - Case Management Process

At Lakelands Primary School we recognise that improved student performance occurs when we collectively analyse data, systematically plan, implement and drive improvement strategies. We do this using the effective Plan, Assess Act model.

<p>Assess</p> <ul style="list-style-type: none"> ➔ Collect and analyse data to assess what is working and where we can improve. <p>Plan</p> <ul style="list-style-type: none"> ➔ Use evidence to inform Business Plan. Our Business Plan outline whole-school strategies, including case-management to be implemented over the life of the plan ➔ Our Operational plans outline specific strategies we aim to embed across our school as well as actions related to case-management and identified students ➔ Classroom planning differentiates the curriculum to target student improvement. <p>Act</p> <ul style="list-style-type: none"> ➔ Implement case-management plans and monitor student progress. 	
---	--

ASSESS

To effectively assess student performance we use the "Line of Inquiry" approach which essentially asks 3 questions being;

1. What does the data tell us?
2. Why do we think it is so?
3. What do we plan to do about it?

In analysing data it is important that we;

Do look at:	Don't:
<ul style="list-style-type: none"> Performance of school over time; trends, exceptions to trends, achievement of targets, comparison to like schools. Distribution of student performance. Number of students above/below expected standards. Number of students reaching higher standards. Performance of sub-groups. Value adding. Affirming and disconfirming evidence. 	<ul style="list-style-type: none"> Leap too quickly to conclusions and solutions. Over generalise where it is not warranted Consider data in isolation. Allow paralysis by analysis. Personalise or blame - data is the responsibility of the whole school.

CASE MANAGEMENT PROCESS 2015

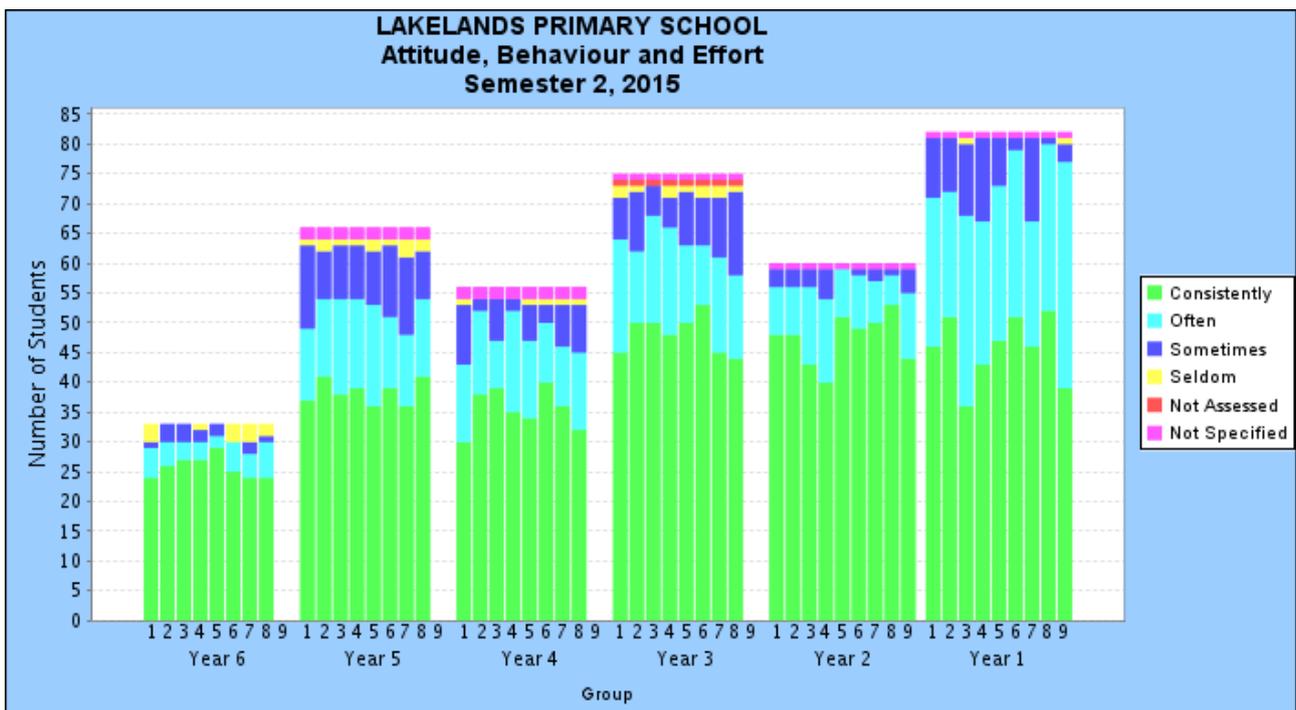
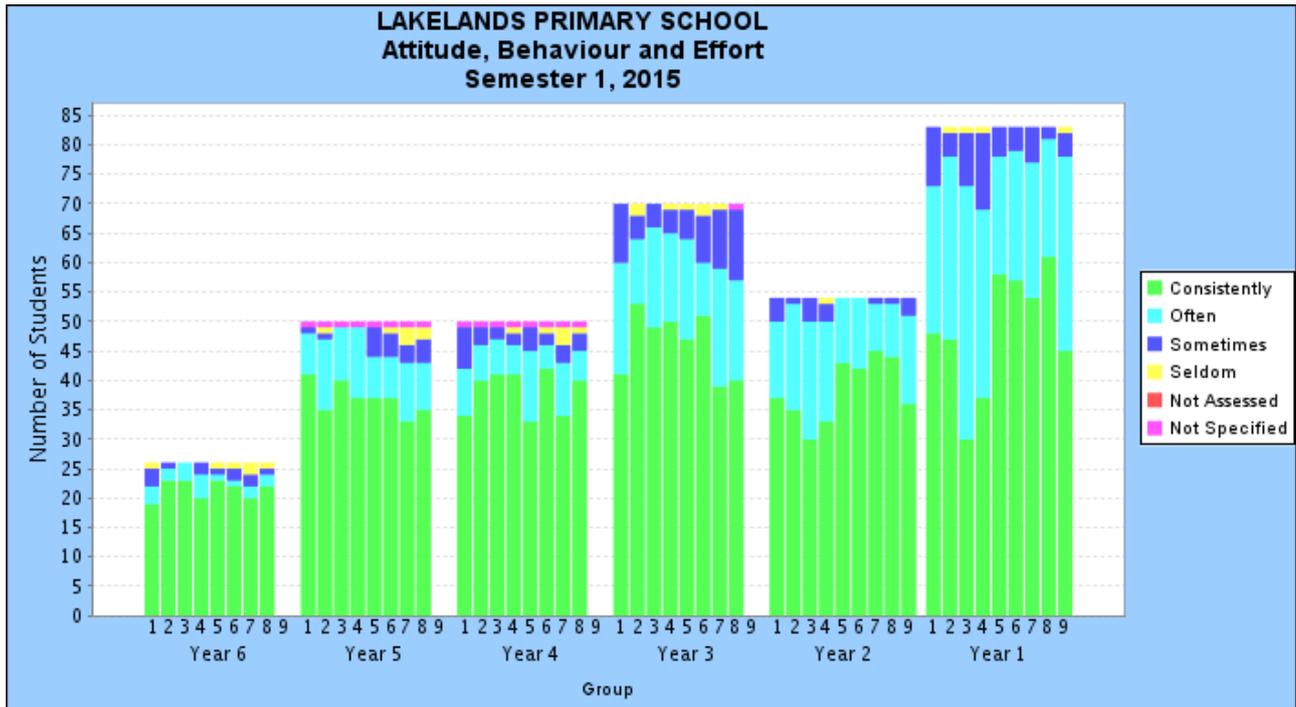
Plan & Act

Case-management plans include:

- ➔ student names
- ➔ long term targets (usually 2 - 5 terms)
- ➔ short term check points (each term)
- ➔ key strategies (e.g. guided reading)
- ➔ teaching points linked to classroom planning (questioning, higher order thinking, open ended tasks)
- ➔ Strategies for monitoring

Case Management Planning Overview			
Targets: determined from above data analysis.			
Area of Focus	Which skills/knowledge required.	Western Australian Curriculum: English Content Descriptions	Connect resources - First Steps resources
Sequencing	<ul style="list-style-type: none"> • Consider five pictures independently and correctly ordered. • Pictures may be ordered left to right or right to left. • No support given to order the pictures. 	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	First Steps, Speaking and Listening Resource Book, Chapter 1, Section 2 Page 94 – Storytelling and Anecdotes.
Story Structure – Expressive Language	<ul style="list-style-type: none"> • A minimum of three prompts needed to retell a particular story. • The retell must include a beginning. • The beginning must include both 'when' and 'who'. • Any description for 'when' may be used as long as it is relevant to the pictures. • A description for 'who' may be used as long as it is relevant to the pictures. 	Identify some features of texts including events and characters and retell events from a text (ACELT1578) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	First Steps, Writing Resource Book Chapter 3 p192-196
Referencing	<ul style="list-style-type: none"> • Characters must be introduced at least once in the story • If the pictures of the story hadn't been seen, it would still be possible to know which character was being referred to when 'she' or 'he' is used in a retell. 	Identify some features of texts including events and characters and retell events from a text (ACELT1578)	

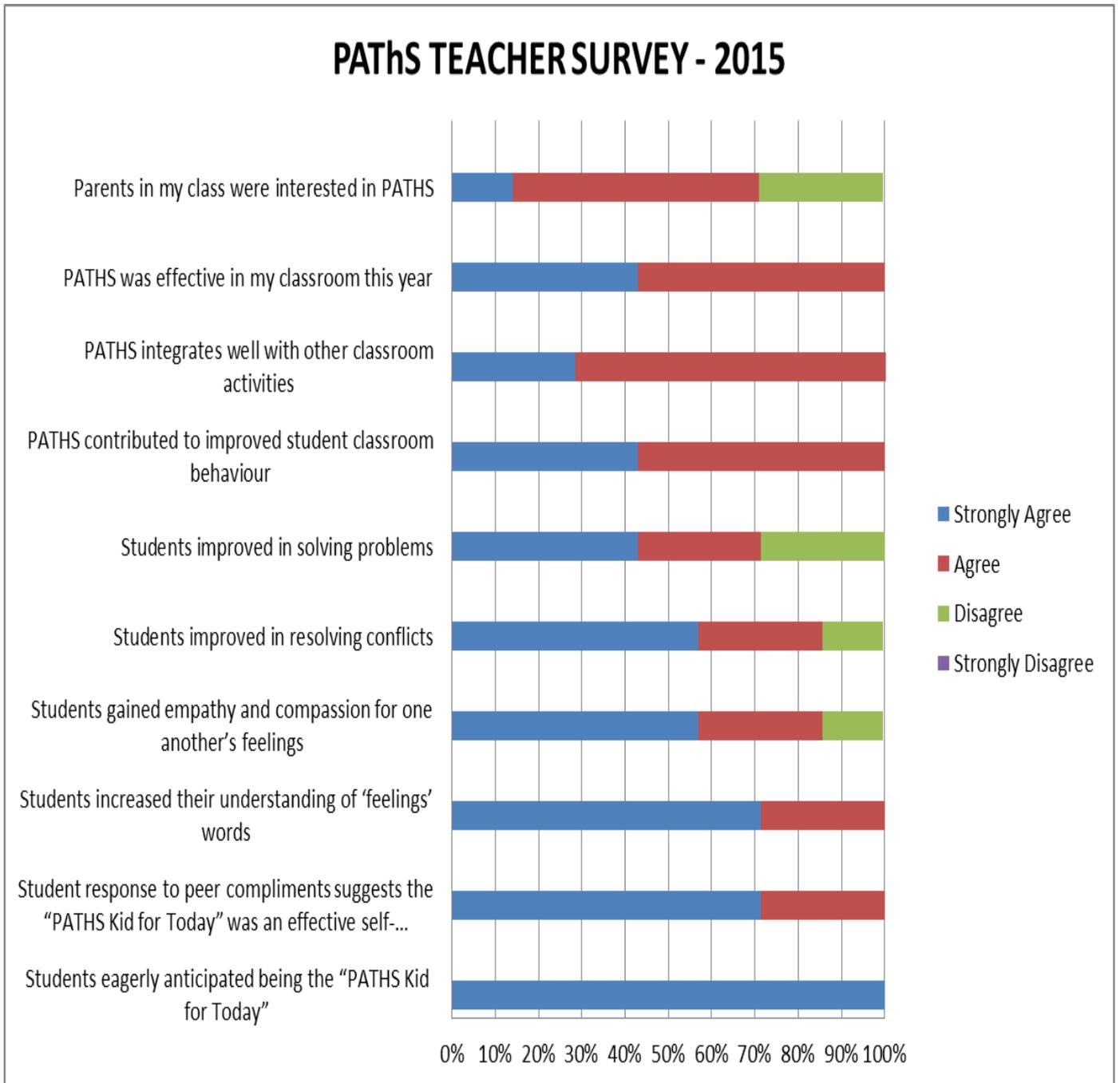
SEMESTER REPORT ATTITUDE BEHAVIOUR EFFORT DATA 2015



Data comparisons from Semester 1 and 2 Reports indicate that students placed in the 'sometimes' category increased in semester 2 compared to semester 1. This could be due to various factors including increased student numbers and student transition. This is baseline data and will be monitored as part of our values and behaviour management programs to specify areas of focus. This will be established in 2016 through the PATHS expansion to K-6 and the School Values Initiative focussing on the identified areas of courage, leadership, respect, responsibility and co-operation.

SOCIAL & EMOTIONAL LEARNING PROGRAM (PATHS) REVIEW 2015

Our Business Plan sets a target of whole school implementation of the Social and Emotional Learning Program, PATHS including annual professional learning and buddy support system for our teachers and support staff. Teachers currently working with the PATHS Program were surveyed during October 2015 and the following data was collected:



SOCIAL & EMOTIONAL LEARNING PROGRAM (PATHS) REVIEW 2015 cont...

Strategies

- Lakelands Primary School (LPS) will continue to adopt the school wide use of generalisation strategies for PATHs ie. posters, feelings cards and correct PATHs language throughout the school. This will continue creating opportunities to embed social and emotional skills throughout the classroom daily.
- We have strong leadership, support and flexibility from the Administration Staff. PATHs is a focus in our 2014-2016 Business Plan and will continue to be a School priority.
- Consistency throughout the school and the expectation that PATHs is our adopted Social and Emotional Program for Lakelands Primary School.
- We will continue to provide sufficient support and resources to teaching staff. During 2014 and 2015 we have held professional development for staff to expose the Program to teachers and support staff.
- LPS has been involved in Term Network Meetings during the last two years and have qualified in October 2015 for a fully funded PATHs Kit including resources from K – 6 valued at approximately \$5000. We have taken delivery last week of these resources. This will enable LPS to continue our roll out of the Program through to 2017 with full school participation without financial restraints.
- Lakelands has a whole school approach and we “walk the talk”.

Conclusions

- Our data suggests the PATHs Program is having a positive impact on our Students’ understanding of their social and emotional self.
- The graph represents mostly a “strongly agree” or “agree” response by staff to the components of the PATHs Program.
- We had small proportion of results where staff “disagreed” and this was mostly evident in parent involvement, problem solving and conflict resolution. When reflecting with staff about these ‘disagree’ results, staff reported certain students behaviour overall were challenging and difficult in isolation which may not have reflected the entire class profile.
- There were no results where staff ‘strongly disagreed’ to any components of the Program

Recommendations

- Continue to implement the roll out of PATHS during 2016 to include Year 2 & 3 and to continue with school wide generalisation strategies.
 - Provide sufficient support and resources to teaching staff by way of professional development, class resource kits and supporting environmental print for classroom and students.
- ⇒ **Term 1** PATHs PD for staff to extend roll out from K – Yr 3 (New to Yr 2 & 3) Resources provided K-Yr 3 PATHs kits and Yr4-6 given generalisation posters. Ongoing promotion on LPS website, newsletters and at assemblies. Advertise a parent information session during 2016. PATHs Co-ordinator support in classrooms and meeting with teachers.
- ⇒ **Term 2** Staff Meeting /staff reflection and feedback.
- ⇒ **Term 3** Whole school PATHs event. Eg students dress up as a turtle / poster competition or similar.
- ⇒ **Term 4** Survey staff from K-3 on evaluation of the program implementation and effectiveness. Planning Meeting – 2016 budget request, S&S, resources and PD timeline for 2017.



Student Attendance

Regular attendance is an important factor in student success at school. The Department of Education highlights this and measure all schools against a minimum requirement of 90% attendance. Our aim is to have as many students as possible attending above this benchmark.

In 2015 our attendance record for the compulsory years of schooling was as follows;

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2015	93.9%	92.7%

Attendance % - Primary Year Levels

	Attendance Rate							
	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	93%							
2015	92%	94%	95%	94%	96%	94%	95%	
WA Public Schools 2015	92%	93%	93%	93%	93%	93%	93%	

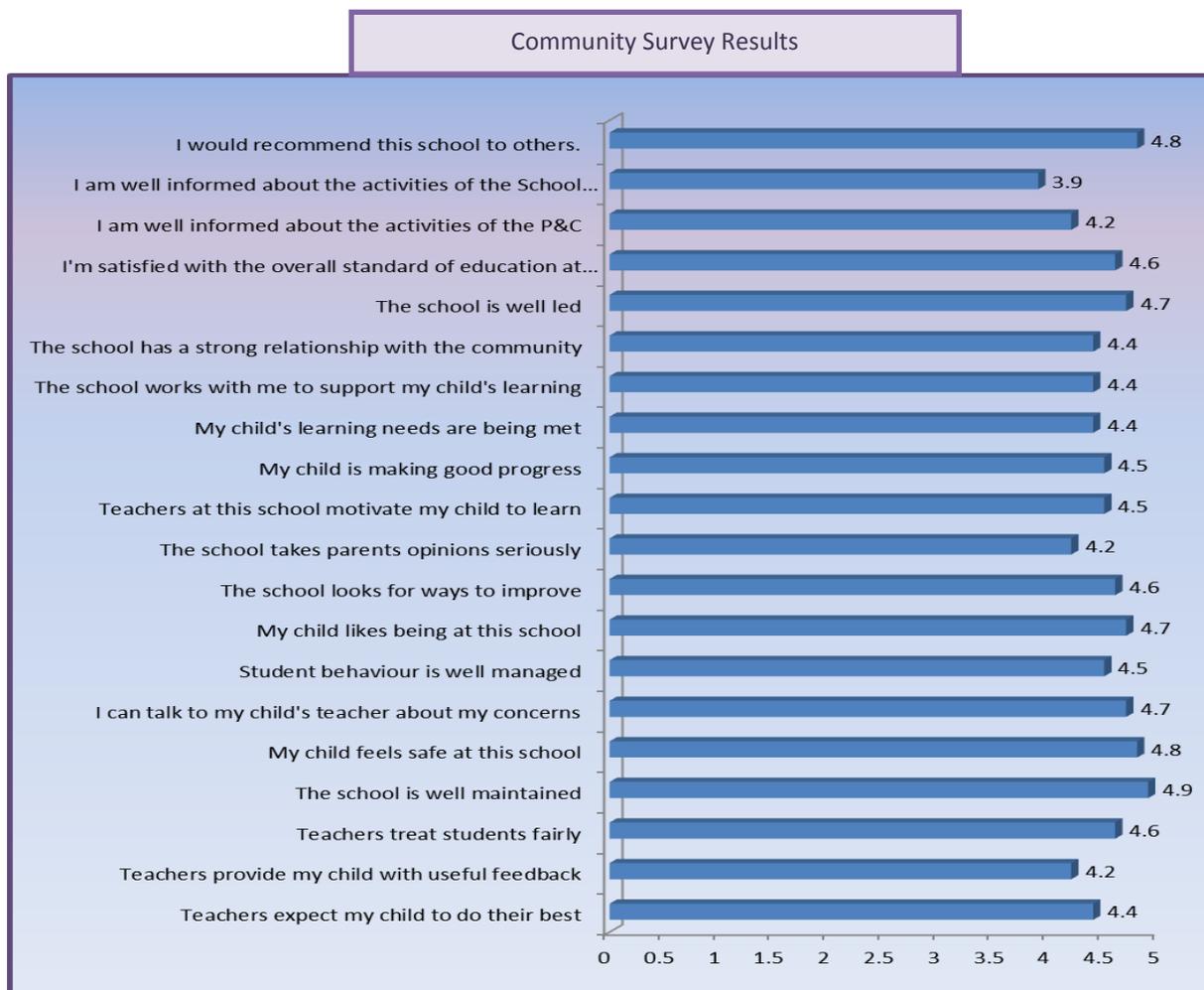
Lakelands Primary School attendance statistics are good and we recognise the importance of regular attendance and will aim to increase our attendance rates moving forward. We are committed to continuing a range of strategies to promote this within our community. These strategies include;

1. Daily tracking of attendance across all compulsory years with our SMS system
2. Regular follow up with staff to identify reasons for absence
3. Follow up with parents as required for attendance issues
4. Promoting the value of regular attendance through fortnightly newsletters
5. Consideration of family holidays as this accounts for 10% of absences



Parent Survey Results & Response

Parents were surveyed at the end of 2014 and the next survey is due in term 4 2016. We had approximately 20% of parents respond. Respondents rated our performance on 1-5 scale with 5 being strongly agree and 1 being strongly disagree with the survey. The graph below shows a snapshot of responses against the standard survey questions and our ongoing response in 2015.



What our survey results show

- Our results show strong community support for what we do. We recognised this anecdotally, but it is most heartening to have it confirmed via a standardised survey.
- Our Board recognised that even the lowest scoring areas (3.9 - 4.2) indicate strong or very strong support.
- On analysing the data our Board identified the following areas that we can target including
 1. Providing better feedback to parents/children and
 2. Communicating Board activities to the community.

What have we done as a result in 2015?

- We have ensured that all Board minutes are uploaded onto our website.
- Every Board meeting is followed by a "Board Update" in the newsletter.
- Board member profiles are included in our newsletter to inform the community of our membership.
- Staff and parent interviews have been scheduled during term 1 to provide key feedback
- Our Literacy and Numeracy blocks include a lesson design structure including reflection and feedback.



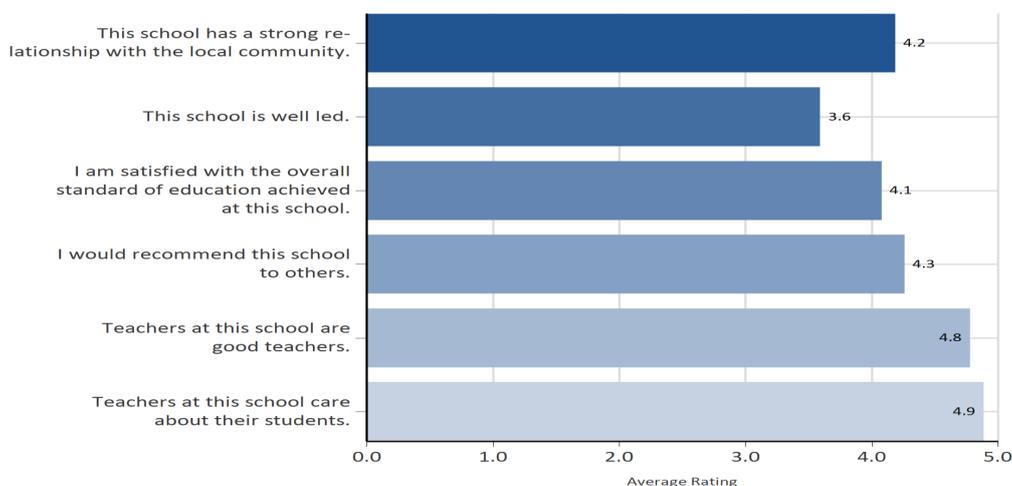
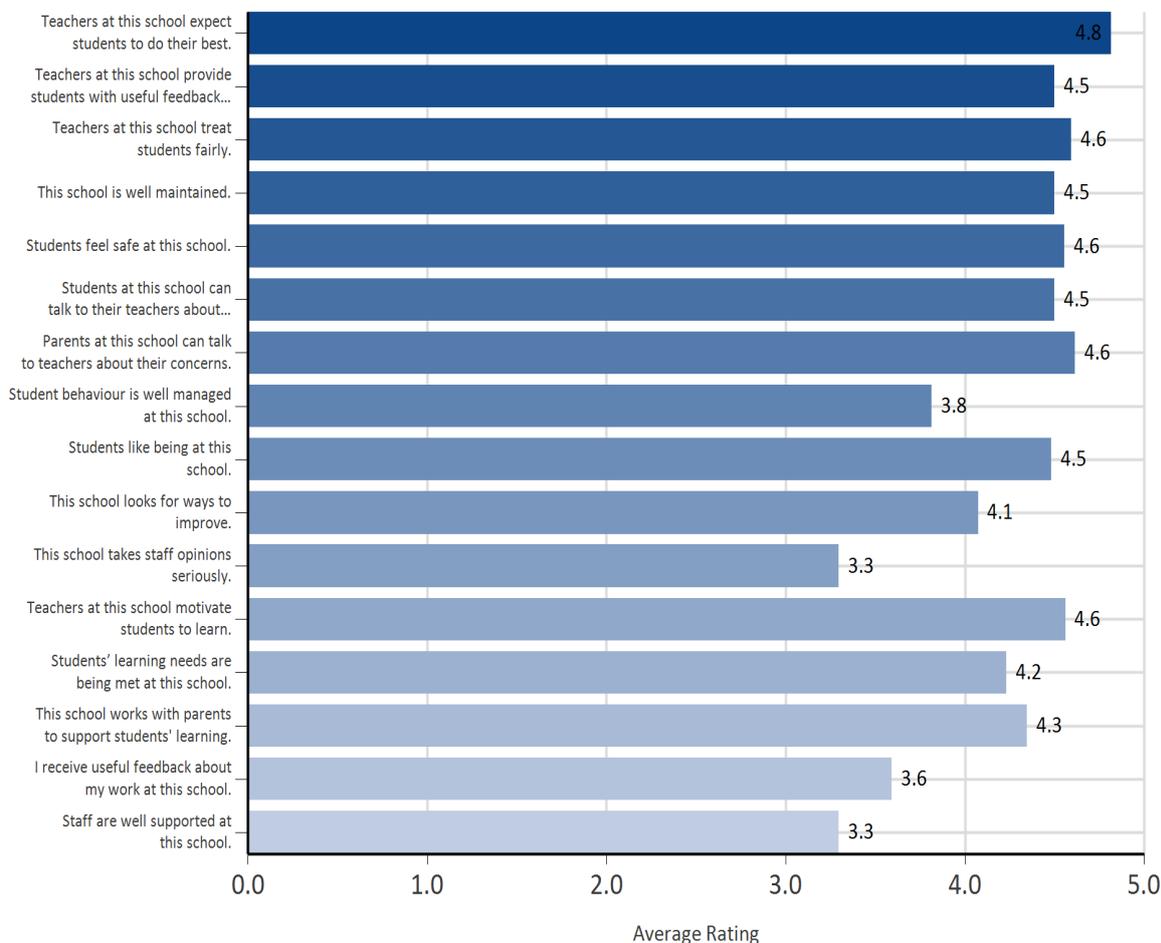
Business Plan Target (8)- Establish and maintain strong community satisfaction levels

Staff Survey

Staff Survey Results

Staff were surveyed at the beginning of 2016 in reference to the 2015 year. We had approximately 50% of staff from 2015 respond. Respondents rated our performance on 1-5 scale with 5 being strongly agree and 1 being strongly disagree with the survey question. The graph below shows a snapshot of responses against the standard survey questions and our ongoing response in 2015.

Year 4 to 6 Students were also surveyed using the National Schools Opinion Survey and the results have been collated following the Staff Survey graph.



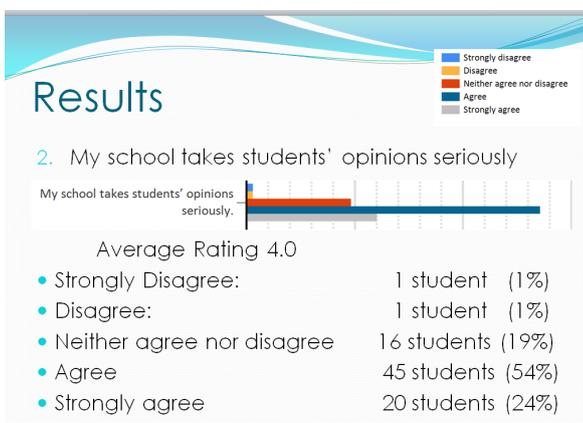
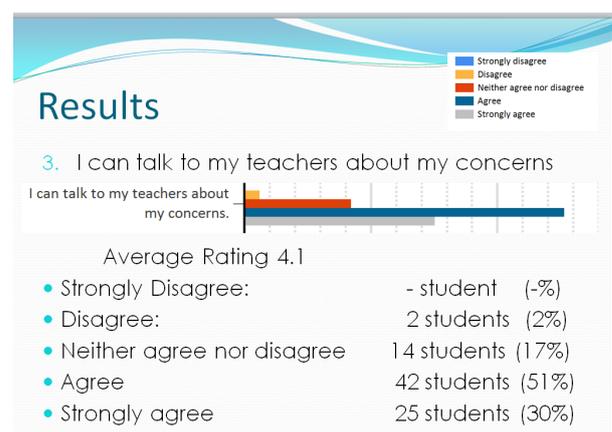
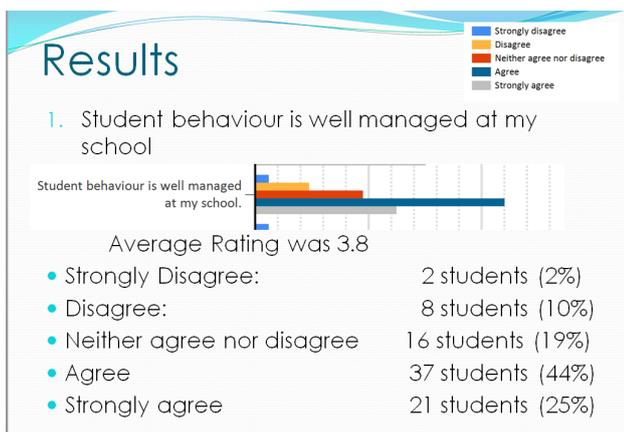
Business Plan Target (5)- maintain and improve student/staff satisfaction levels

Staff Survey Continued & Student Survey

Staff Survey Results cont.....

Results indicate that staff are generally positive with the operation, focus and progress of the school. However, staff support, leadership organisation, feedback and behaviour management are aspects we are investigating further to improve in 2016. This is through qualitative feedback, surveys, leadership opportunities, professional learning cafes, revising the whole school behaviour management plan and incorporating the values program across the school.

Student Survey Results 2015



Results indicate that a high percentage of students are feeling safe and respected in the school, which is pleasing. Upper Primary teacher Mr Richard Charlton will also be conducting a focus group research project in 2016, which will involve an in depth discussion about selected aspects of the results to gain qualitative data about preferences and beliefs. This will then be fed back to staff to reflect on quality practice and considerations in the classroom addressing student needs.





Student Engagement

Many key events were included in 2015 that encouraged learning interest, socialisation and targeted academic skills including:

- The Sky View Night
- Student Council Elections & Leaderships roles
- Book Week
- Literacy & Numeracy Week
- Great Aussie Crunch
- Our First K-6 Athletic Carnival
- The Beach Fun Carnival
- The Green Team
- The Great Ice Melting Project
- 100 Anniversary ANZAC Memorial
- Dress Up Your Bike Day
- Student Councillor Visit to Parliament House
- NAIDOC Week



Community Engagement

The school has continued to enjoy and benefit from the tremendous support of our community. In 2015, this support has been seen at all levels from our very engaged P&C and School Board through to parent help in the classroom and attendance at special events, celebration days and carnivals.

P&C

Our P&C were very active in 2015 setting gathering over 70 members and supporters who together raised over \$32 000 for our school; an amazing effort for any P&C– let alone one in our second year! Recently over \$30 000 was donated back to the school to help purchase much needed resources including laptop computers for our students. Our P&C continue their ongoing dedication by supporting the following events:

Term 1 –

- Open Day
- Footy Tipping
- Easter Egg Hunt in the Park
- Easter Raffle
- Movie “HOME”
- Free Dress Day
- Letter Drops



JOIN IN THE FUN AT LAKEFEST 2015!

Lakelands Private Estate is a proud sponsor of LAKEFEST 2015, a spectacular fundraising event for our local primary school that promises a fun-filled day of activities for the whole family on **Saturday 21st November 2015** - and entry is free!

Enjoy entertainment by local groups, children's amusement rides and activities, plus, browse the range of small business stalls, food trucks and unique exhibits on offer.

The festivities kick off at 10am on the Lakelands Primary School Oval (enter off Catalina Drive, via Mandurah Road), until 4pm.

For more information, please contact Lakelands Primary School on 9584 2601.



Term 2 –

- Mother's Day Stall
- Letter Drop
- School Disco
- Silent Auction
- Entertainment Books
- Chipmunks Fun night



Term 3 –

- Scholastics Book Fair
- Earn and Learn Stickers
- Father's Day Stall
- Sports Day
- Interschool Sports Day
- Letter Drop
- RAC Little Legends
- Free Dress Day



Term 4 –

- Cookie Dough
- Donation Baskets
- “LAKEFEST”
- Sky View Night
- Christmas Disco
- Fundraising Catalogue
- Letter Box Drop
- Christmas in the Park

*In addition to these the P&C coordinated the scholastics orders for the year, operated school banking through the CBA and also prepared the applications and surveys for the children's traffic crossing due to be completed in 2016.

Business Plan Target (8)- Establish and maintain strong community satisfaction levels

Business Plan Target (9)- Promote community use of our school facilities

Community Engagement

School Board

Our School Board continue as our major decision making group and in our first year as a K-6 school played a key role in shaping Lakelands as a K-6 School. Below are just a few of the decisions made by our Board in 2015;

- Endorsed 2014 Annual Report
- Chose our Out of Hours School Care provider (Fun-a-rama)
- Endorsed Homework Policy
- Monitored National Quality Standards Progress
- Oversaw our community and staff surveys
- Authorised trade off days for professional learning
- Monitored our schools finances
- Endorsed the School App to support community communication
- Reviewed school performance against the Business Plan targets
- Endorsed our Delivery and Performance Agreement with our Director General
- Endorsed school community events
- Endorsed the Community Use of Facilities to ensure safe use of school property
- Endorsed online canteen order fees
- Monitored anaphylaxis awareness and training in the school
- Endorsed the SMS Message U communication system in the school
- Endorsed proposed school development days
- Endorsed voluntary contributions and charges and suppliers for class lists
- Endorsed PATHs as the ongoing Social Emotional Learning program

We whole heartedly thank our P&C, School Board and broader parent community for your wonderful support in 2015.

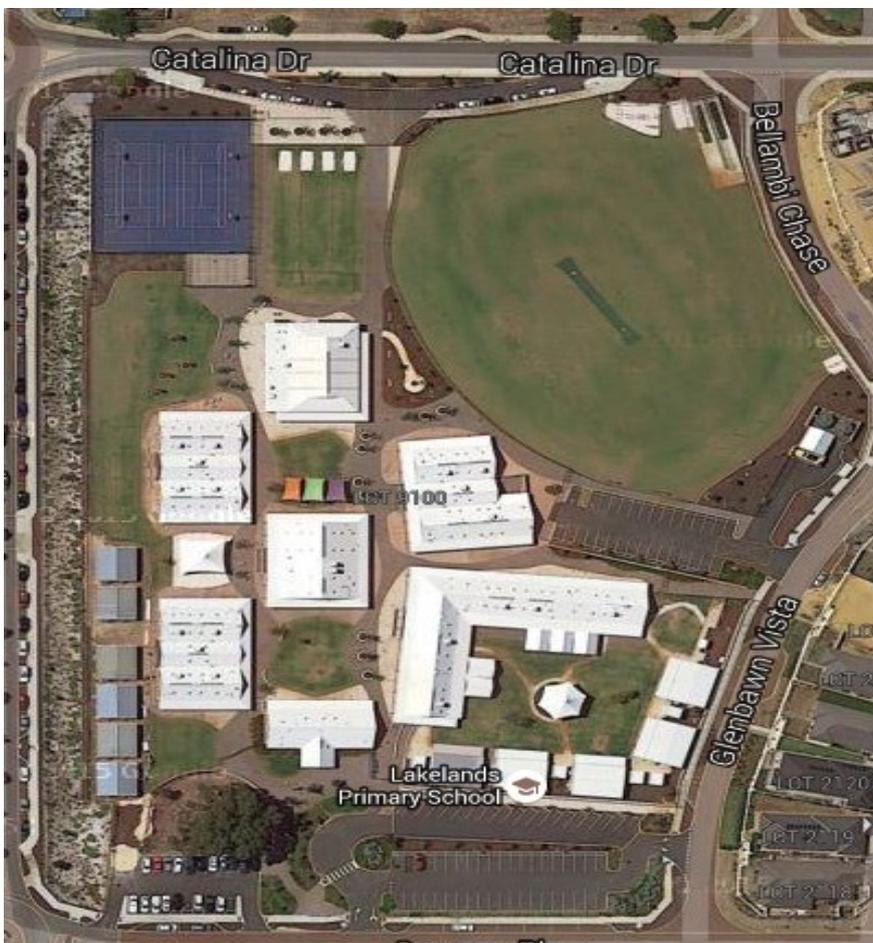


The Building Program

January 2015



January 2016



The 2015 school year saw the addition of new long jump pits, a nature play garden, shade sails and the inclusion of 6 new transportables to cater for the growing classroom numbers. Since the beginning of 2016 we are currently in the process of adding another transportable that will be our new ICT lab. You can see from the aerial photo below where the new transportables have been placed and the area designated for further projected growth in the future as near-by estates begin to fill with residents.

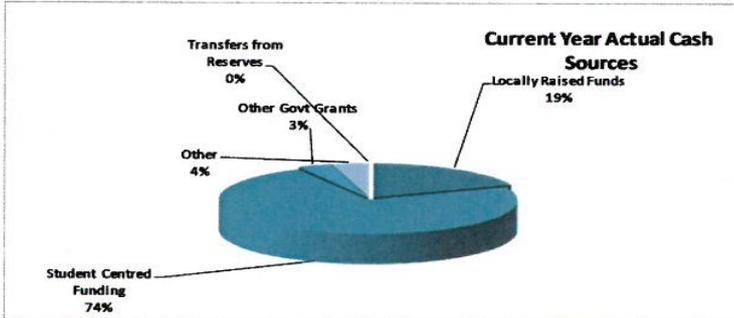
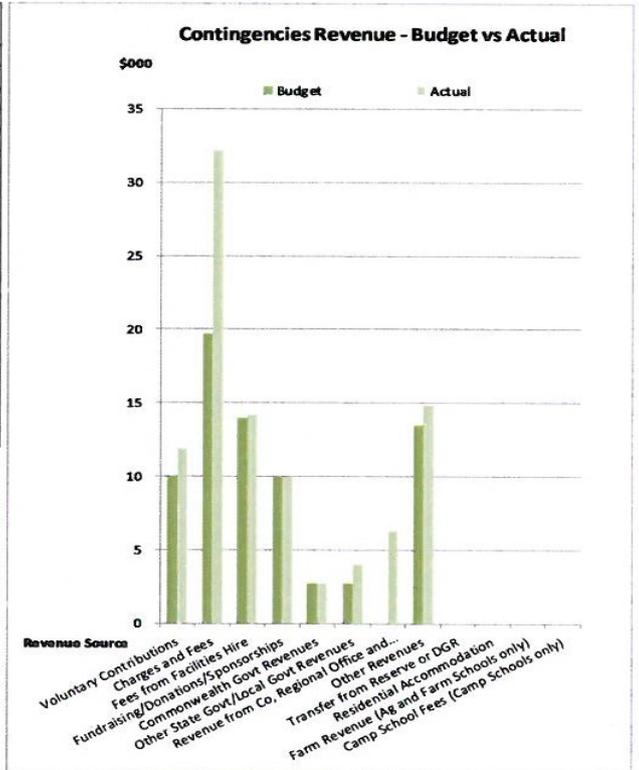
Financial Summary



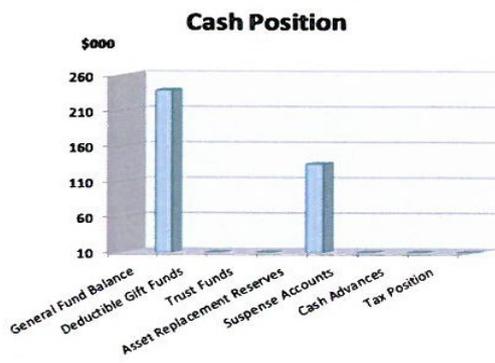
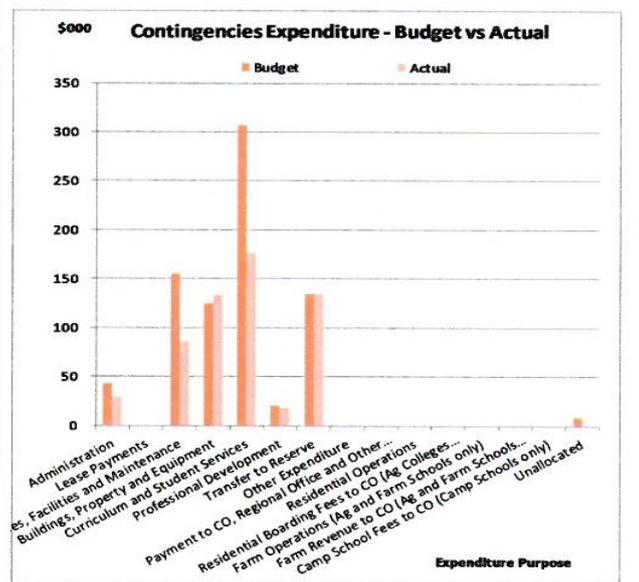
Lakelands
PRIMARY SCHOOL

Lakelands Primary School Financial Summary as at 4 April 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 10,000.00	\$ 11,908.50
2	Charges and Fees	\$ 19,700.00	\$ 32,196.16
3	Fees from Facilities Hire	\$ 14,000.00	\$ 14,200.00
4	Fundraising/Donations/Sponsorships	\$ 10,000.00	\$ 10,000.00
5	Commonwealth Govt Revenues	\$ 2,725.00	\$ 2,724.80
6	Other State Govt/Local Govt Revenues	\$ 2,750.00	\$ 4,028.54
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 6,311.27
8	Other Revenues	\$ 13,500.00	\$ 14,847.94
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 72,675.00	\$ 96,217.21
	Opening Balance	\$ 451,648.99	\$ 451,648.99
	Student Centred Funding	\$ 270,000.00	\$ 270,000.00
	Total Cash Funds Available	\$ 794,323.99	\$ 817,866.20
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 794,323.99	\$ 817,866.20



	Expenditure	Budget	Actual
1	Administration	\$ 43,200.00	\$ 29,087.41
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 155,000.00	\$ 86,055.96
4	Buildings, Property and Equipment	\$ 125,050.00	\$ 133,897.94
5	Curriculum and Student Services	\$ 307,150.00	\$ 176,613.60
6	Professional Development	\$ 20,000.00	\$ 18,171.55
7	Transfer to Reserve	\$ 135,000.00	\$ 135,000.00
8	Other Expenditure	\$ -	\$ 295.80
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 8,923.99	\$ -
	Total Goods and Services Expenditure	\$ 794,323.99	\$ 579,122.26
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 794,323.99	\$ 579,122.26



Cash Position as at:	
Bank Balance	\$ 381,131.04
Made up of:	\$ -
1 General Fund Balance	\$ 238,743.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 135,000.00
5 Suspense Accounts	\$ 9,288.10
6 Cash Advances	\$ -
7 Tax Position	\$ 1,901.00
Total Bank Balance	\$ 381,131.04